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ABSTRACT

The Texas Advisory Committee on Women and Minority Faculty and Professional Staff sought to identify strategies that would increase the number of women and minority faculty and professional staff at institutions of higher education in Texas. The work of the Committee was divided into four subcommittees: (1) Pipeline/Pool; (2) Recruitment; (3) Promotion; and (4) Retention. Among the Pipeline/Pool subcommittee's recommendations were: increase number of Black and Hispanic students to reach institutional minority enrollment and retention goals, expand collaborative K-12 partnerships to prepare minority students for college, improve transfer rates from two-year to four-year colleges, and simplify financial aid application system. Recommendations regarding faculty recruitment included: communicate the state's commitment to diversity, recruit for faculty at historically Black colleges and universities, and provide professional opportunities for newly hired minorities. Among recommendations concerning women faculty and staff promotion were: increase mentoring, offer faculty development programs in effective teaching, provide on-campus day care, and offer administrative training internships. Finally, recommendations regarding retention of women and minority faculty and staff included increasing the emphasis on equity issues and accountability. Individual sections for each subcommittee provide a statement of the problem, a review of the literature, benchmarks across the state and nation, recommendations, and conclusions. (JLS)

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ED 408 909

FINAL REPORT

THE ADVISORY COMMITTEE ON WOMEN AND MINORITY FACULTY AND PROFESSIONAL STAFF

HE 030 252

THE TEXAS HIGHER EDUCATION COORDINATING BOARD

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EXECUTIVE SUMMARY

The Advisory Committee on Women and Minority Faculty and Professional Staff is composed of twenty-one members from universities, four-year colleges and two-year colleges. It is a diverse membership represented by Anglo, Hispanic and African American faculty, presidents, deans, other administrators and community professionals. Each member of the committee brings an admirable dedication to the task, and each has had experiences that serve the committee well.

The Committee recognized, from the beginning, that its charge was a formidable one in that it was to identify strategies that would be useful in changing the complexion of higher education in Texas. This challenge, coupled with the fact that there are no easy answers, is compounded by the reality that any *meaningful* change will take more than a short time to accomplish. In addition, public attitude toward efforts to ensure that public education is more reflective of the people being served has created a debate about how much is enough; recent court rulings concerning affirmative action have caused changes in some policies and practices, and the political debates have postured affirmative action as an evil act. All these factors combine to make the committee's task even more daunting.

The Committee, however, recognizes that even in the face of political debate and disagreement over how Texas must go about the task of changing its complexion; the State must find ways to make more progress than is being made today.

The Texas State Data Center at Texas A & M University recently conducted a study for the Texas Legislature, and the report summarizes much of what demographers have been reporting for the past fifteen years. This report is issued much closer to the year 2000, and it is easier to see that what demographers have been reporting is indeed happening *now*. The findings show troubling trends and contain eye-opening statistics. An article in the July 28, 1996 edition of the *Dallas Morning News*, "Texans in the Year 2030," gives a summation of the findings. Some of them are highlighted here: *Unless the socioeconomic fortunes of Texas' minorities improve over the next 34 years, demographers say, the state as a whole faces a sobering future. According to state projections, Hispanics and other minorities would total about 90 percent of all new residents by 2030. By 2008, whites would cease to be the majority in Texas. If current demographic trends continue, Texans as a group in 2030 would be:*

"Poorer--Average household income would decline from $35,667 in 1990 to $32,299 in 2030. Households in poverty would increase from 16.2 percent in 1990 to 19.6 percent in 2030.

Less educated--Workers with less than a high school education would increase from 26.1 percent in 1990 to 35.3 percent in 2030; those with a bachelor's degree would decline from 13.9 percent in 1995 to 10.9 percent in 2030.
Needier--Caseloads for welfare and Medicaid programs would increase faster than the general population."

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Another report, "The Competitive Edge," completed in September, 1996 by the Higher Education Coalition, urges the Texas Legislature to appropriate $750 million to improve high school graduation rates and to develop retention programs and other measures to attract more students to higher education institutions. The coalition includes representatives from the Texas Association of Community Colleges, The University of Texas, Texas A & M University, the Texas State University System, the University of Houston System, Texas Tech University, and the University of North Texas. The report recommends 15,000 students a year must be added to the State's four-year institutions or the State's tax base could crumble and leave Texas in economic ruin and without an educated workforce. A past community college association official says that a majority of potential college students will come from economically disadvantaged backgrounds. Nevertheless, it is imperative that they, too, receive education and training.

Research for the past ten years has clearly shown that Texas must do things differently if it is to meet the changing needs dictated by the changing demographics of the State; however, the higher education institutions in Texas still lag woefully behind in meeting these challenges. It should be noted that research data clearly points to the future success of Texas resting, to a great extent, upon how successful its higher education institutions are in meeting the challenge of educating the majority of its citizens--from both genders and from all ethnic groups. Dr. Steve Murdock, director of the Texas State Data Center at Texas A & M University, and author of the study, "Texas Challenged," says "The future of Texas is tied to the future of its minority population. How well they (minorities) do is how well the state will do."

The work of the Advisory Committee on Women and Minority Faculty and Professional Staff is divided into four subcommittees--Pipeline/Pool, Recruitment, Promotion, and Retention. Each subcommittee's report includes a statement of the problem, review of research findings on the subject, review of benchmarks across Texas and the United States, and recommendations. A general bibliography follows the reports. The Pipeline/Pool subcommittee report is more lengthy and reflects the complexities involved in attracting applicants into entry level positions that lead to faculty and professional staff. The committee found it impossible to report on entry into these area without addressing the problem of the insufficient number of students who enroll in and complete studies in the colleges and universities.

RECOMMENDATIONS

PIPELINE/POOL

1) Increase the number of Black and Hispanic students to at least reach parity, at a minimum, with the graduation rate of other students.

2) Each institution should set minority enrollment and retention goals at levels that will reflect the number of historically under represented students with the requisite skills it requires for admission in its recruitment or "service" area.

3) Identify, replicate, expand and fund statewide the proven collaborative K-12 and higher education partnerships and programs that successful prepare and recruit minority students for college.

4) Encourage universities, community and technical colleges to establish effective articulation agreements and procedures to improve the transfer rate of minority students from two-year to four-year institutions.

5) Simplify the student financial aid application system to improve accessibility for all students.

6) Establish or improve programs to encourage minority students to pursue undergraduate degrees in nontraditional and priority disciplines such as mathematics, science, and engineering. Improve access to such programs by heightening awareness of them in minority communities, churches, etc.

7) Encourage minority students to pursue teaching as a career.

8) Implement "student ambassadorship" programs allowing minority college students at all levels to reach out to minority students at lower levels and encourage them to pursue higher education.

9) Develop and maintain programs, policies and services to help students progress in a hospitable environment which acknowledges, encourages and supports diversity.

10) Recruit minority students from a broad range of undergraduate institutions including predominantly minority institutions, through cooperative linkage and outreach programs.

11) Implement and adequately fund student support programs to encourage minority undergraduate students to pursue graduate and professional education to completion.

12) Implement initiatives designed to increase academic opportunities for minority students.

13) Create a campus climate that is conducive to recruiting and retaining minority students. Identify campus and community factors that positively influence the quality of life for minority students. Implement programs to enhance the positive factors and eliminate the negative factors.

14) Identify campus and community factors that positively or negatively influence the academic and social quality of life for minority faculty. Implement programs to enhance the positive factors and eliminate the negative factors.

15) Set hiring goals to increase the number and proportion of Black and Hispanic faculty, administrators and professional staff.

16) Develop job posting and hiring practices that encourage more minority

applicants and increase their success rate in obtaining positions.

17) Develop innovative approaches for developing and seeking additional or untapped sources of minority faculty and professional administrator candidates.

18) Increase the number of minorities and women serving on boards of Texas public institutions of higher education.

RECRUITMENT

1) Communicating a strong commitment to diversify at the highest level of the institution to ensure a more positive climate for new women and minority faculty.

2) Write personal letters or make telephone calls to influential college and university decision makers when qualified minority faculty are located.

3) Search actively with historically black colleges and universities, businesses and the community *before* vacancies become available.

4) Reduce administrative costs to increase funding for recruitment purposes.

5) Provide incentives to new hires. Example: assist spouses with employment opportunities within the community.

6) Provide opportunities to new minority hires to attend conferences and to network among professionals in their field.

PROMOTION

1) At the departmental level, yearly evaluations and plans for tenured faculty should include plans to formally mentor newly hired minority and female faculty members.

2) Provide faculty development programs in the form of workshops on effective teaching, release time for research or course development, and *teaching* credit for supervising graduate students.

3) Offer training seminars on stress management, resources for grants, budget management, communication skills, time management, decision making skills, and assertiveness training

4) Appoint women and minorities as chairs of university committees.

5) Provide on-campus day care facilities for working parents

6) Offer administrative training through internships as assistant and associate departmental chairs, deans or vice presidents, to encourage women and minorities to move from faculty to administrative positions.

7) Establish an office for Minority Affairs implemented as the institutional level.

RETENTION

1) Awareness/Visibility - Place more emphasis on promoting awareness of the access and equity problem and the need to work toward solutions. The problem of retention is inextricably linked to recruitment and promotion. To accomplish this, the problem and its effects must receive more visibility. The administrative leadership of institutions must recognize the full extent of the problem. The Coordinating Board should track data on the retention of women and minority faculty and professional staff and disseminate it to each president so that she/he may compare the access and equity performance of her/his institution to efforts at other institutions.

2) Accountability - Include a component that emphasizes accountability to accompany efforts to achieve access and equity for women and minority faculty and staff. Administrators should be held accountable for implementing and monitoring retention efforts. There should be an evaluation process that requires administrators to regularly report their efforts to retain women and minority faculty and staff. Administrators who do not improving their retention outcomes should be held accountable by their boards.

Further, individual institutional efforts should include:

3) Design a review process of faculty and professional staff during each of at least their first two years at the school to ascertain what their concerns and needs are as they become socialized to the institution. This review should be conducted by someone outside the individual's own college to provide a non-threatening environment for the individual, and should focus on how the institution can better help the individual succeed.

4) Implement a formal exit interview process to identify reasons individuals are leaving the institution. This information will be an invaluable resource for administrators as they try to increase retention. As with the early interview process, this interview should be conducted by someone other than the individual's supervisor.

5) Implement an institution-wide monitoring system to ensure that individuals are not being overburdened with committee work and other service

requirements. While this procedure may be in place for institutional committees, it may not include information on college and departmental committees.

I. PIPELINE/POOL

STATEMENT OF THE PROBLEM

For decades college and university officials across the nation have declared they cannot find sufficient qualified minority and women faculty and professional staff members to improve the ration of these traditionally underrepresented groups on their campuses because the pool of qualified applicants is so small. Recent statistics show the number of women in this pool is increasing; problems for women tend to be in the areas of pay and promotion equity. However, the number of minorities with professional and collegiate faculty credentials remains extremely low. In fact, in some disciplines and from some minority groups, the pool is decreasing.

Studies suggest that efforts to increase minority professional presence on college campuses should begin with recognition of the complex cultural, social, and economic factors that affect entrance into and progress along the pipeline that produces the pool of qualified applicants. Some factors that inhibit progress along this pipeline are cultural traditions and institutional practices that create low expectations for success in minority children and youth; poor counseling and advising about opportunities to minority adolescents; and lack of support in the form of role models, encouragement, multicultural environments, mentoring, and financial assistance for minorities at all stages of their educational development.

REVIEW OF RELATED LITERATURE

The creation of an adequate pool of applicants from which to draw qualified women and minority faculty is stymied by several components. An increasingly chilly social, political and economic climate in the U. S. has influenced the hiring of minority faculty. Though thorough studies have been conducted which indicate a need to increase the pool of applicants, there has been a decrease in the number of people working permanently at colleges nationwide on the problem. The literature suggests the following as some factors that influence the problem:

> *Elementary education, secondary education, and higher education faculty do not perceive minorities and women as those persons who will fill faculty positions; therefore, the early grooming of possible applicants goes lacking.*
>
> *Increasing national hostility toward minorities fosters a lack of encouragement among faculty and administrators; strong encouragement would lead minority and women applicants to careers as instructors, researchers or professors.*
>
> *Graduate school seems inaccessible for many minorities because undergraduate school attendance is limited by economic and social inhibitors. An increasingly hostile political and social climate is making it more difficult for minorities to get higher education. Those fortunate students who enter graduate school often find themselves in a hostile*

environment. The very nature of their social disadvantage puts them at greater risk for dropping out before finishing masters and doctoral degrees. Those hostilities include insensitive instructors; hostile graduate students; an often viciously competitive environment; and few, if any, supportive, graduate minorities. Often, graduate programs are dominated by white male instructors and students who feel threatened by the competitive presence of women and people of color. However, of the minority role models fortunate enough to make their way through graduate school, few can serve as mentors for other potential, minority candidates.

Potential employers are unwilling or not are aggressive enough in recruiting and retraining minorities and women who present themselves for employment. Consequently, such potential employees find other employment in business or industry.

Of those who are employed at colleges and universities, the numbers of tenured women and people of color dropped proportionately to the antagonistic social and political climate of the 1990's. Instead of leading the nation out of a morass of antagonistic behavior, colleges and universities seem reluctant to find ways to help those already established to overcome and understand the issue of difference and economic violence. Less attention than in the 70's and 80's is being given to the development of cultural diversity programs for the faculty and the community. In a heterogeneous country, such efforts are constantly necessary. "The gains women achieved as tenured faculty members appear to have slowed..." Figures from the NEA suggest "little if any progress...A higher proportion of whites hold tenure than do people of color, and, except for Hispanic professors, higher proportions of professors of color hold positions that do not offer tenure" (Hutcheson 14).

Of those few minorities serving as instructors, many are overloaded with committee assignments and other duties. These duties come to such instructors as part of an effort to achieve racial and ethnic representation.

While these circumstances paint a rather dismal picture of progress, the literature suggests that portions of the problems seem to arise from an overall lack of candidates of all sexes and races. Perhaps this suggests that academia has done too good a job at protecting its ivory towers form invasion. Such slow action indicates that while older faculty members are retiring, colleges and universities are not making aggressive efforts to replace them. According to a "Study of Faculty Needs in Texas 1991-2008 (A Report to Texas Higher Education Coordinating Board January, 1992)," retirements, increases in enrollment coupled with significant decreases in doctoral production rates, and declining numbers of new doctorates who plan a career in higher education, are clear indications that institutions of higher education will be challenged to change these trends; literature suggests there will be an increasing demand for new faculty on campuses.

Yet academia seems to be a sleeping giant, of superior intellect collectively; however, seemingly unable to respond adequately to alarming figures regarding parity in the workplace. Although in 1986 minorities represented 18 percent of the nation's undergraduate population, their percentage of the faculty population looked quiet different. African Americans represented 4.1 percent (down

form 4.4 percent in 1975), while Hispanics represented 1.7 percent (up from 1.4 percent in 1975). The modest representation of minorities in the faculty is juxtaposed to demographic projections, the study said.

Between 1990 and 2020 the African-American population will increase from 26.5 million to 44 million and the Hispanic population will increase from 14.6 million to 47 million (11). Without significant increases of minority faculty, the representation gap will widen rather than narrow.

College participation rates of African Americans and Hispanics have consistently remained below that of whites. As the educational level goes up, the numbers of minorities with higher education degrees goes down. In 1986, the college-going rate of 18 to 24 year-old whites was 28 percent; 22 percent for African Americans; and 18 percent for Hispanics. (10). Many minority candidates never reach graduation. The pool of potential minority faculty members will remain small as long as the low enrollment of minorities in higher education continues. The under-representation of minority faculty is "one of supply and flow into and through the academic pipeline, and minority faculty retention" (6).

That flow through the pipeline takes on the constriction of a squeezed garden hose when one considers doctoral candidates. A review of the doctoral degrees conferred nationally in 1988 indicates 805 doctoral degrees (3.5 percent) were earned by African Americans (down by 22 percent from 1978), and 594 (2.6 percent) were earned by Hispanics (up by 26 percent from 1978) (9).

An overall decline in doctorates awarded to all U.S. citizens coupled with the substantial decline in doctorates awarded to African Americans underscore predictions regarding shortages in the supply of doctorates. The data also suggests that while there were increases in the number of doctorates awarded to Hispanics, there will be a decline in the number awarded to African Americans.

Still, the literature offers a hopeful note. "Educational Facts and Statistics for Women" by *Black Issues in Higher Education*, indicates that from "1990 to 1993 the number of African American women enrolled in college increased 13.7 percent and the number of African American men increased 11.7. The number of Hispanic women enrolled in college increased by 27.7 percent and 24.8 percent for Hispanic men" (14). The one bright spot in the statistics is that the gender gap among African-Americans is lower of all racial groups. "Whites had a gap of 17 percentage points; Hispanics, 10 points; Asian Americans, 11 points; and American Indians 19 points." (14) Even so, according to the article, African Americans represent only 4.7 percent of all full-time faculty in higher education and just 2.5 percent of full professors.

Such figures suggest a need to find qualified applicants. But where? (A) According to Patrick M. Call and Diane Kyker Yavorsky in *A Crucial Agenda*, "when faced with their failure to serve minority students adequately, higher educators are quick to cite the 'pipeline' problems in American education that create difficulties for all students, and minorities in particular, long before they enter college" (64). Call and Yavorsky counter by saying that educators must work with what they have. Doing so would assist minority students in changing their perceptions of their own abilities. If a student is able to imagine himself or herself as a college instructor some day, then it is more likely to become a reality.

Here is where it is important for faculty to project the appropriate attitude and foster an environment of encouragement. It is accepted that minorities experience great stress in an effort to earn a bachelor's degree. In the 1980's, much of the progress made in opening the doors for minorities was erode by whites who feel minorities are getting unfair advantages and access. Pressures of economic need weigh on the students and prevent them from seeing continued education as an avenue. The same pressures affect minority students headed for the pool of applicants available to colleges and universities as effect those attempting to graduate from masters and doctoral programs. According to Kathleen Ross in *A Crucial Agenda*, factors such as socialization and the lack of minority representation on faculty and staffs have the potential of posing barriers to students in their efforts to attain graduate degrees.

Not all minorities experience trouble wedging a foot in the doors of academic institutions. According to "The New Generation," an article in the February 1996 issue of *The Chronicle of Higher Education*, while there have been gains nationwide in the number of minorities on university staffs, many of those gains have been by Asian American men. "Whatever their gender and ethnicity, the new faculty members are taking longer to land full-time faculty appointments than their mentors did," the report said. Much of the report hopefully suggests that some gains have been made by minorities.

The National Education Association's *Thought & Action*, Spring 1996 issue said the gains for women and people of color have slowed as the climate has become chilly for their acceptance into professorships and for tenure. In 1992, 33 percent of full-time faculty members were women, and 14 percent were people of color...."A higher proportion of whites hold tenure than people of color, and, except for Hispanic professors, higher proportions of professors of color hold positions that do not offer tenure....Women and people of color are numerically minorities in the professorate and, in

more troubling terms, also minorities in tenure positions. The calls to reform tenure rarely address the issue of the gender and ethnic composition of the professorate" (Hutcheson 14-15). The key to achieving such a goal lies in convincing the established faculty to allow such change.

Robert Albright, in a conference report to the Southern Educational Foundation, said higher education opportunities for minorities look grim. He cites these facts:

> *The number of minorities in higher education is static, despite higher percentages of minorities graduating from high school.*
>
> *Almost one-half of the minorities in higher education are enrolled in community colleges; the transfer rate of minorities from such campuses rarely exceeds one in ten.*
>
> *Despite court actions, de facto segregation still is firmly entrenched in higher education.*
>
> *Racism on campus prevents the success of minorities.*
>
> *Too many minority youth experience or face the "amputation of their souls" because of the inability of schools to help them realize the promises of higher education and of a desegregated society; the hopelessness has become a "native tragedy," with almost an equal number of blacks in the penal system as are enrolled in college.*

<u>*BENCHMARKS ACROSS THE STATE AND NATION*</u>

In an effort to address some of the concerns with pipeline and pool availability, there are a few recent initiatives. The Minority Doctoral Incentive Program, approved by the 74th Legislature of the State of Texas has been funded. It is a loan repayment program that provides for the recipient of a doctorate to repay the loan for by working as a faculty member or administrator at a Texas higher education institution. The program was established by Senator Carlos F. Truan (D-Corpus Christi).

Students must earn baccalaureate degrees; however, in order to reach the graduate level. For minorities and women, this can be a daunting task. A Georgia institution offers a model program. Georgia Tech is successfully implementing a program that encourages minority students to stay involved and earn good grades. Two aspects of the program include reassuring students that it is acceptable to be smart and involving parents in students' performance. According to a recent study conducted by the National Action Council of Minorities in Engineering and reported in the November 16, 1995 issue of *Black Issues in Higher Education*, "Georgia Tech's graduation rate of 70.3 percent for minorities is almost twice that of other engineering colleges." Many other engineering schools are following in Georgia Tech's footsteps.

Colleges across the nation are beginning to realize that few minority families have computers in homes; therefore, many college students are unaware of the impact such technology will have on their future. However, at Howard University in Washington, D.C., students are getting involved in computer and Internet use. Students at Howard represent a growing number of students who are

being encouraged and are anxious to learn the workings of computer technology (*Black Issues in Higher Education*, Nov. 16, 1995).

According to the same issue of *Black Issues in Higher Education*, educators at Drew University of Medicine and Science in South Central Los Angeles, "...6 through 15 year olds...dressed in white lab coats and bearing name tags that identify them as 'doctor,' these students are ready to delve into such weighty subjects as microbiology..." At Drew, educators begin preparing students for a career in medicine early in life. Such programs are common for medical students once they become college students. However, this program recognizes the need to influence children in formative stages--an important step.

A professor at Harvard University, Dr. S. Allen Counter, has made it his life's purpose to encourage students to follow in his footsteps. Counter has recruited "scores of minority students" by visiting high schools and putting on science shows in the company of celebrity role models he invites to attend with him. (*Black Issues in Higher Education*, Nov. 1995) While many minorities serve as role models in their immediate communities, churches and social circles, few are supported to go beyond this.

RECOMMENDATIONS

There are excellent suggestions in the *Access and Equity 2000 Reports* and in "*A Study of Faculty Needs in Texas*." This list of recommendations includes items from those reports, some of which have been modifications and slightly altered:

1) Increase the number of Black and Hispanic students to at least reach parity, at a minimum, with the graduation rate of other students.

2) Each institution should set minority enrollment and retention goals at levels that will reflect the number of historically underrepresented students with the requisite skills it requires for admission in its recruitment or "service" area.

3) Identify, replicate, expand and fund statewide the proven collaborative K-12 and higher education partnerships and programs that successful prepare and recruit minority students for college.

4) Encourage universities, community and technical colleges to establish effective articulation agreements and procedures to improve the transfer rate of minority students from two-year to four-year institutions.

5) Simplify the student financial aid application system to improve accessibility for all students.

6) Establish or improve programs to encourage minority students to pursue undergraduate degrees in nontraditional and priority disciplines such as

mathematics, science, and engineering. Improve access to such programs by heightening awareness of them in minority communities, churches, etc.

7) Encourage minority students to pursue teaching as a career.

8) Implement "student ambassadorship" programs allowing minority college students at all levels to reach out to minority students at lower levels and encourage them to pursue higher education.

9) Develop and maintain programs, policies and services to help students progress in a hospitable environment which acknowledges, encourages and supports diversity.

10) Recruit minority students from a broad range of undergraduate institutions including predominantly minority institutions, through cooperative linkage and outreach programs.

11) Implement and adequately fund student support programs to encourage minority undergraduate students to pursue graduate and professional education to completion.

12) Implement initiatives designed to increase academic opportunities for minority students.

13) Create a campus climate that is conducive to recruiting and retaining minority students. Identify campus and community factors that positively influence the quality of life for minority students. Implement programs to enhance the positive factors and eliminate the negative factors.

14) Identify campus and community factors that positively or negatively influence the academic and social quality of life for minority faculty. Implement programs to enhance the positive factors and eliminate the negative factors.

15) Set hiring goals to increase the number and proportion of Black and Hispanic faculty, administrators and professional staff.

16) Develop job posting and hiring practices that encourage more minority applicants and increase their success rate in obtaining positions.

17) Develop innovative approaches for developing and seeking additional or untapped sources of minority faculty and professional administrator candidates.

18) Increase the number of minorities and women serving on boards of Texas public institutions of higher education.

Every institution should have a diverse student body, reflecting the population of the area it serves and form which it recruits students. Minority enrollment and retention rates must be improved to produce a student body reflective of this population, whether it be local regional, or statewide. To improve minority enrollment and retention rates, higher education institutions should implement initiatives to improve the academic skills of minority students and encourage them to enroll in and complete college. These initiatives should complement the institutions' missions and should be developed in cooperation with public schools. Short-term and long-term goals, with measurable objectives, should be established by institutions to determine the effectiveness of these efforts.

Relatively small-scale projects for recruiting and enrolling minority students into higher education are numerous throughout Texas. Measures that take into account the goals of these individual programs should be established to determine their success. Successful programs should be replicated and adequately funded statewide. Funding these proven programs will require the participation and cooperation of individual institutions, the Coordinating Board, and the Legislature. Institutional initiatives and legislative appropriations should be encouraged to implement these programs.

Institutions should establish leadership teams, consisting of chief executive officers, faculty, staff, and students, to continue to develop, monitor, and improve projects and methods for overcoming barriers between secondary and post-secondary education for minority students. A key element of this effort should include improved student tracking procedures that help identify factors involved in the failure of minority students to complete academic programs. Institutions should also establish working relationships with community organizations in these efforts.

Minority recruitment and retention programs in other states should be examined to determine their effectiveness. Successful programs should be replicated in Texas. To encourage this process, the Legislature should consider establishing a competitive awards program to be operated by the Higher Education Coordinating Board to funding pilot or model programs to increase minority participation in Texas public higher education. Articulation agreements can help eliminate barriers that prevent the seamless transition from community and technical colleges to universities and graduate and professional schools. Because the state's community and technical college student body has a higher percentage of minority students than the state's four-year colleges and universities, articulation can play an important role in augmenting the education levels attained by minority students.

Financial aid is a must for most minority students who wish to enroll in a college or university. As student tuition and fees increase, this need will increase. Unfortunately, the process for applying for many financial aid programs is tedious and cumbersome. To help students and parents understand the process, institutions should provide financial aid workshops to middle and high school students. Also, financial aid offices at many institutions appear overwhelmed during periods of peak demand for their services. Institutions, the Coordinating Board, and the Legislature should restructure the financial aid process to simplify it and better meet the needs of students as much as possible within federal laws, rules, and regulations. Financial aid also plays a vital role in allowing minority students to pursue advanced degrees. Efforts must be made to fund wide spread implentntation of the Minority Doctoral Incentive Program and a wide range of similar efforts through institutional funds, private contributions, and legislative appropriations. This loan program, authorized by the 73rd Legislature, is crucial in that it encourages graduates to take positions in Texas higher education institutions by forgiving the loan when they accept.

Minorities continue to be tremendously underrepresented in mathematics, science, and engineering, which are among disciplines designated as high priority by the Coordinating Board in 1991. (*Master Plan for Texas Higher Education, Board Action 1991-92*). To increase minority participation in these fields, community and technical colleges should implement programs to increase the number of minority students participating in Tech-Prep Programs. Tech-Prep combines the students' last two years of high school with work toward an associate degree in a technical field at a community college. These students should be encouraged, as appropriate, to pursue bachelor's and higher degrees at universities, through articulation agreements between two-year and four-year institutions. Universities, especially those with strong programs in mathematics, science, and engineering, should increase efforts to offer opportunities to minority students. These efforts could include research and internship opportunities, as well as providing upper-level student mentors.

Colleges and universities should identify and fund, at substantial and meaningful levels, successful college teaching strategies. Minority students should be encouraged to pursue teaching careers to increase the number of minority public school educators and, subsequently, the number of minority public school administrators. In particular, minority students should be encouraged to pursue teaching careers in science, mathematics, and engineering.

Minority college and university students should be encouraged to reach out to minority students in their former high schools. College students are more likely to understand the concerns and needs of high school students, and can address them. Student ambassadors can also serve as an effective liaison between high school students and college and university administrators. Student ambassadorship programs should be implemented at all educational levels, allowing students from upper level to help recruit and retain students at lower levels.

Administrators, faculty, and staff should make every effort to ensure a hospitable campus and community environment for minority students. Activities and events that impede this effort should be eliminated form campus life. Institutions should also provide meaningful and substantial services to support minority students' academic success. Career and academic counseling, advising, and tutoring through trained counselors and faculty and student mentors should be encouraged and enhanced at all levels.

Cultural heritage concepts should be integrated into core curricula and strategic courses. Incentives and rewards should be provided for faculty who exceed expectations to integrate cultural diversity in their course requirements. To facilitate an exchange of information regarding issues that affect students' perceptions of a hospitable environment, institutions should consider establishing a student liaison position on governing boards.

Minority graduates should reach a level which parallels that of the number of white graduates. Universities offering graduate and professional degree programs should strive to recruit minority undergraduates from other institutions without advanced degree programs in similar disciplines. New or improved and regular communication between similar academic departments at these different types of institutions would encourage a seamless educational path encouraging undergraduate minority students to seek advanced degrees.

Establish student support programs, including academic and career counseling, academic

advisement, and mentoring programs to ensure that the special needs of minority students are met on campuses.

Innovative approaches to promote the academic success and experience of minority students should be developed and implemented. An excellent example is the Coordinating Board's Advanced Research Program and Advanced Technology Program (ARP/ATP) supplemental grants to college and university researchers who employ minority students to work on ARP/ATP-funded projects. The ARP and ATP provide peer-reviewed, competitively awarded research grants to Texas colleges and universities.

Factors that enhance the quality of life for minority students play a large role in the success of recruitment and retention efforts. Institutions should ensure a positive campus climate for minority students through a variety of efforts, such as through a campus-wide leadership team. This team should be charged with assessing the campus climate and recommending initiatives for improving the academic and social quality of life for minorities. It should make diversity an institutional priority.

A campus-wide leadership team that makes diversity an institutional priority and study and recommends initiatives to improve the academic quality of life for minorities, will help assimilate minority faculty and administrators into the academic mainstream. For example, library holdings should be increased to include works related to ethnic and cultural diversity issues to expand multicultural teaching opportunities. Since minority faculty are often over loaded with committee assignments in an effort to achieve representation of all groups, administrators and leadership teams should find creative ways to recognize minority contributions. To encourage the acceptance of diversity, sensitivity-training seminars should be held regularly to discuss its importance and value for faculty, administrators and students. To assist in the social assimilation of Black and Hispanic faculty and administrators, liaisons should be established between institutional and local civic representatives.

Develop and implement effective methods for encouraging minorities from untapped groups to enroll in graduate and professional schools. Institutions should consider programs to encourage existing minority faculty and professional staff to seek advanced degrees. Cooperative programs with the private sector should be developed to encourage their minority employees to enroll and re-enroll in and complete graduate and professional degree programs.

Searches and recruitment efforts shall be applied nationally, as well as statewide and regionally. Salaries that are competitive with those for similar positions in other states will improve the ability of Texas public colleges and universities to recruit and retain minority faculty and professional staff.

To ensure proper consideration of minorities for positions, search committee members should identify and avoid biases against minorities in hiring practices. Institutions should consider including evidence of multicultural perspectives, experience or training as a preferred criteria for employment.

Priority should be given to the establishment of an on-line statewide job bank, financially supported by every institution, that allows job candidates to choose from a diverse list of opportunities. Research systems should also include on-line access to a minority job candidate registry. Institutions should develop networks to refer external minority candidates to job openings at other institutions.

Many mid-career professionals, often at the height of their productivity, are taking early retirement as a result of public sector and corporate buy-outs and downsizing. The U.S. armed forces also provide good market of people who are available for careers as faculty and professional administrators in higher education. Related efforts could include encouraging businesses and industries to allow their minority employees to serve as faculty. In addition, existing minority faculty and staff could be encouraged to pursue professional development opportunities that allow them to move into professional and administrative positions. This effort should include the development of mentoring relationships with senior administrators and senior faculty members. Administrators and senior faculty should seek input from minority administrators and faculty in the design of such programs.

CONCLUSIONS

Many of the challenges of pipeline/pool availability can be overcome by retraining faculty to be supportive of at-risk women and minority students, and by including the student's family in college activities (Ross 23-24). "As our society becomes more diverse, so must our institutions of higher learning. They will only do so through a new understanding of what it means to be a multicutural organization and what it takes to be competent in cross-cultural communication. To gain this understanding, institutions must learn from the non-white members of their faculty, staff, and student bodies" (Ross 24). Faculty and administrators throughout the state must be made to understand the importance of retraining minority faculty and administrators already working at schools throughout the state. These employees can serve as important links for minority networking, recruitment and retention.

The *Access and Equity 2000 Reports* and *A Study of Faculty Needs in Texas* have made numerous recommendations concerning pipeline/pool issues. The literature reviewed also contains very good recommendations which lend guidance for Texas institutions. Administrators and their leaders know what it will take to achieve parity in the academic community. Much has been said about it. Ignoring such recommendations is tantamount to ignoring the economic well being of Texas. The key to achieving the pipeline/pool goals is being consistent and persistent.

The primary responsibility for implementing these recommendations rest with Texas Public institutions of higher education, acting through college and university presidents and governing boards and with the support of the Texas Higher Education Coordinating Board and the Texas Legislature. The Legislature should provide adequate funding to support to ensure implementation of these recommendations.

Ultimately, an increase in the representation of women and minorities on university and technical college governing boards can only be accomplished by the governor, whose support for this plan is crucial in many areas.

Growth in minority representation on community college boards of trustees can occur only through ballots cast by voters in their districts. But current trustees, local political leaders, and members of the public can take steps to help all voters understand and support the election of trustees that represent the ethnic diversity of the districts they serve.

II. RECRUITMENT OF WOMEN AND MINORITIES IN HIGHER EDUCATION

STATEMENT OF THE PROBLEM

A review of the data suggests that virtually no difference exists in the percentage of women and minority faculty in higher education today compared to 1979 (Carter, 1992). Although there has been growth in actual numbers of these persons hired, it has been proportional to the growth of new positions available in higher education. In other words, the overall increase in more minority hires is deceptive progress when compared to the percentage of full-time faculty. A report from Nicholas and Oliver (1994) indicates that the lack of progress is a reflection on the institutions' inability to change their employment patterns despite legislative acts.

REVIEW OF RELATED LITERATURE

In the literature, three major employment barriers for women and minority faculty were found to contribute to the lack of progress for their recruitment. These barriers include: (1) lack of funding; (2) traditional models used in hiring practices that limit consideration of minorities in faculty searches; and (3) the availability of fewer new positions in higher education each year.

Women and minorities achieve higher education positions via undergraduate and graduate programs. Lack of higher education funding negatively affects recruitment of women and minorities. For example, the national trend demonstrates that although tuition and fees have doubled in the past ten years, federal funding for guaranteed student loans has dropped almost 50 percent according to the U.S. National Center for Education Statistics (1994). This is significant considering that a high percentage of these loans are awarded to minority persons.

Many colleges and universities assert their inability to recruit ethnic minorities even among those who are interested in entering the university as a professor (Makay, 1990; Juarez, 1991). The number one reason cited is their inability to compete financially with larger, well-known institutions that can offer candidates better salaries and fringe benefits (Makay, 1990).

According to Abdullahi's 1992 study on recruitment of minority students, lack of funding was perceived as the institution's major barrier to recruitment. Moreover, many who complete their doctoral studies are not attracted to faculty positions in higher education because the private sector is more financially lucrative (Juarez, 1991). Many of the researchers concur that lack of adequate finances will be the number one obstacle affecting their doctoral programs in the next five years.

In addition, the National Education Department in 1993 revised its position on federal grants given to higher education. It declared that most of the grants for higher education should be eliminated because of discriminatory practices. During this time, Michael White, Assistant Secretary for Civil Rights, Department of Education, declared that scholarships given on the basis of race were illegal

(Rogers, 1996). These federal policies may communicate to educational institutions and the nation a disinterest in the recruitment of minorities.

Secondly, traditional models used in hiring practices have limited many women and minorities from consideration in faculty searches. Controversies over quotas versus affirmative action have left many people bitter. Some have viewed women and minorities as filling positions not based on qualifications, but on their status as a female or minority. Such an attitude toward these persons as "unqualified", regardless of race or gender, not only condemns them to fail but also reinforces negative stereotypes. Affirmative action should be clearly stated as a means to take positive steps to seek out well-qualified women and minorities (Nicholas, 1994).

In order to accomplish this task, broad-based participation and planning with new models for seeking qualified applicants needs to be considered. Traditional methods used to recruit faculty have included advertising in traditional publications, announcements through informal networks, contacting graduate schools and seeking faculty through national databases (Gooden, 1994). Programs that focus on identifying, developing and recruiting women and minorities in graduate schools is a proactive step in this process. A focus on diversity in the long-range planning of the university requires active non-traditional methods of seeking and nurturing women and minorities from elementary school through doctoral programs. There are many individuals in college and university communities around the state who are a potential resource for recruitment of faculty members. Many para-professionals in the community can serve the university through lecture series. Other innovative partnership approaches with the community would serve to develop minority contacts and increase recruitment effectiveness (Nicholas, 1994).

The continual decline of new faculty positions available each year presents a dilemma for institutions seeking to diversify. Budgetary restraints on higher education over the past five years have made it difficult to create new faculty positions that might be filled by minority applicants. Diversity of an institution relies heavily on using current minority faculty to recruit minority students. Since the percentage of minority faculty has remained primarily the same over the past fifteen years, little change has occurred in the recruitment of minority students (Robertson, 1994).

Change can occur through eliminating barriers for students and faculty. The challenges for recruiting minority faculty and students are exacerbated when institutions insist on rigid standards and a narrow range of previous experiences. As an alternative, flexible standards in background requirements need to be evaluated. This is particularly important when advertising a job vacancy to create an adequate pool of candidates. In addition, setting open application deadlines keeps the application pool continually flowing into the university for future vacancies. (Robertson, 1994).

BENCHMARKS ACROSS THE STATE AND NATION

Faced with a shortage of qualified women and minority candidates to fulfill faculty positions, key institutional models across the state and nation are described in the following section. They address some of the barriers described in the literature review and present alternative models.

The Evergreen State College in Olympia, Washington increased its proportion of minority faculty from 11 percent to 20 percent. This was accomplished through a *buddy system*, which pairs new

minority faculty with faculty members having longevity to integrate new faculty into the university culture. The university also seeks potential faculty applicants in non-academic settings such as government service and the private sector. The data shows that 40 percent of the faculty hired at Evergreen were not in a university setting when they applied (Cooper, 1990).

Community colleges across the nation have been noted for their success in obtaining diversity among the faculty at a higher rate than four-year institutions. Some most often cited for their success include Miami-Dade Community College, Maricopa County College District, Northern Virginia Community College and Bunker Hill Community College. The distinguishing characteristic that separates these colleges from others is that the chancellor or president has a commitment and belief in diversity that prevails across all levels in the institution (Nicholas & Oliver, 1994). This commitment is communicated from the mission and vision statement to direct involvement of the president with minority students and programs.

The University of North Texas has communicated its commitment to diversity through the creation of a $300,000 fund in the provost's office to help recruit and pay minority faculty. Hostility and controversy surrounding affirmative action has been minimized by emphasizing "access" to employment opportunities. In addition, the school has been able to make use of the State Scholarship for Ethnic Recruitment, which provides financial aid to freshman and junior-level college transfer students (Campbell, 1995).

RECOMMENDATIONS

Based upon the findings in the literature and models across the state and nation, the following are recommendations to increase recruitment effectiveness for women and minorities in higher education:

1) Communicate a strong commitment to diversify at the highest level of the institution to ensure a more positive climate for new women and minority faculty.

2) Encourage faculty, administrators and staff to write personal letters and/or make telephone calls to influential college and university decision makers when qualified minority faculty are located.

3) Search actively with historically black colleges and universities, businesses and the community before vacancies become available.

4) Reduce administrative costs and use savings to increase funding for recruitment activities.

5) Provide incentives to new hires (such as assisting spouses in employment opportunities) within the community.

6) Provide opportunities to new minority hires to attend conferences and to network among professionals in their field.

CONCLUSION

In order to accomplish greater diversity among administrators, faculty and staff in Texas' higher education institutions, there must be an across-the-board institutional commitment. All members of an institution, including the president, faculty, staff and the students, need to adopt a belief in the potential value of every individual regardless of race, gender or social class. The education of all members of society ultimately becomes essential for the economic and social well-being of the institution, the communities it serves, the state and the nation.

III. PROMOTION OF WOMEN AND MINORITY FACULTY AND PROFESSIONAL STAFF

STATEMENT OF THE PROBLEM

Institutions of higher education face the same challenges that businesses face, a paradigm shift from traditional models of promoting employees equitably, in this instance, faculty. The data show that there continues to be great disparity in the rate of promotion for females and minorities in higher education. There are several reasons for this disparity. The greater service expectations for women and minorities than for Caucasian males impede their opportunities for promotion. In addition, hostile working environments prevent many from attempting to apply for promotions.

REVIEW OF RELATED LITERATURE

The literature highlights three major barriers that prevent promotional advances of women and minorities in higher education. These barriers include: (1) hostile working environments within the university climate; (2) greater service expectations for women and minorities without recognition; and (3) lack of minority role models in tenured positions.

Although the number of women and minorities in administration has increased in the last two decades, most remain in entry to mid-level positions. In fact, recent studies indicate that while women and minorities comprise 25 percent of the total faculty, only about 10 percent hold tenured, full professorship positions (Justus, Freitag & Parker, 1987; Hensel, 1991). Furthermore, these women and minorities take two to ten years longer to advance in their academic careers than their male counterparts (Hensel, 1991). This, in turn, has a cumulative effect on their status, responsibility and salary advancement as a result of promotion.

This first barrier to promotion within a hostile climate includes promotional discrepancies due to overall gender or racial bias within the academic culture. This climate effects mobility of women and minorities who attempt to climb the job ladder early in their career. Evidence supports findings where department heads have neglected to notify female and minority faculty of dates that promotional materials are due, or to act in a timely manner to secure external reviews of these persons (Rees, 1995). The importance of these findings are multiplied when considering that mobility within the earlier part of one's career positively correlates with mobility later in the career (Rosenbaum, 1979).

According to Kanter (1977), these promotional decisions within higher levels of the institution are often based on who is perceived to be trustworthy, in other words, similar to oneself. Gender and/or race is often the characteristic most likely to be reproduced in filling these positions. It follows then that since Caucasian males constitute the majority of higher level positions in academia, that they then become the socially preferred group (Johnsrud & Heck, 1994). This in turn has severe consequences for women and minorities if the practice of reproducing oneself in higher levels of

management is continued.

Within this cultural climate, women and minority persons are also prevented from participating in informal networks of dining, playing golf and weekend excursions that involve male academicians in administrative positions (Rees, 1995). As research indicates (Epstein & Coser, 1981; Kahn and Robbins, 1985), these informal networks are where promotional decision making occurs.

The second barrier to advancement includes the greater service expectation of women and minorities without the deserved recognition. Minority persons are often required to serve on multiple committees due to university requirements; however, when promotion are sought, these internal community service activities are not taken into consideration (Kahn & Robbins, 1985).

In addition, non-tenured faculty often teach a heavier load than tenured faculty. Many of these include women who work only part time due to family and social decisions. Child care presents difficulty for many women in the work place. Moreover, these faculty often have student overloads in lower-level courses and more students to advise. As a result, students tend to rate these professors lower, which impacts promotional decisions. This has a cumulative effect of lowering morale within the university. Since this group is often prevented from informal networks of support, the atmosphere becomes one of de-professionalism (Burns, 1994).

The lack of minority role models in tenured positions to guide newly hired minority faculty is the third barrier to promotional advancement within higher education. Without collegial support, many minorities face the dilemma of cultural isolation. This tenure related anxiety contributes to alienation and frustration. Unclear and/or shifting expectations of the tenure/promotional process is identified as the primary source of this frustration according to Johnsrud and Des-Jarlais (1994). Institutions could assist in this process via mentoring or sponsorship of these newly hired faculty (Wasman, 1992; Johnsrud & Des-Jarlis, 1994). This in turn would benefit the university through providing a positive working environment conducive to the retention and advancement of women and minority persons. A suggestion on how to accomplish successful mentoring, according to several recent studies (Burns, 1994; Rees, 1995; & Johnsrud and Des-Jarlais, 1994), is to *include "mentor ship" as a key role of all department chairs*. The department chairpersons should receive on-going training in professional work climates, formative evaluations, sexual harassment and affirmative action in order to ensure the success of this commitment.

BENCHMARKS ACROSS THE STATE AND NATION

In recognizing the need for continual improvement in regard to promotion of women and minorities, key institutional models across the state and nation are outlined in the following section. They address some of the previous barriers to advancement described in the literature review and depict alternatives to traditional models of promotion.

The University of Houston-Downtown, has incorporated several programs to fulfill the goal of "continually increasing the number and proportion of black and Hispanic faculty, administrators, and professional staff towards parity with their proportional representation in the population" (*Access and Equity 2000*, 1995). One such program is the Conoco Minority Faculty Fellows program. This program reimburses fellows for tuition and fees for five years. It began spring 1992 and currently

has four members admitted who seek doctoral degrees. Fellows are required to teach at the University of Houston while pursuing their studies.

The University of Houston is also considering the following strategies: 1) inviting minority community leaders to teach on a adjunct basis in their area of expertise; 2) developing a *University Professor in Residence* as a means to bring minority scholars to campus for a one-year visiting professorship; 3) appointing a committee on minority faculty recruitment and retention whose main aim is to recommend and implement new ways to attract minority faculty.

The University of Texas at San Antonio is implementing a number of programs to assist minorities and women's continual opportunities for advancement. The programs include providing: 1) affirmative action training to faculty and staff, 2) problem solving/conflict resolution training; 3) an office of institutional analysis to track minority recruitment and retention data; 4) an office of human resources system to track minorities hiring for advertised positions, and 5) a professional development program--a strategic initiative to develop employee skill level and opportunities for advancement through workshops and seminars on campus.

The University of Michigan supports the advancement of minorities and women through three major actions. They include: 1) a commitment of financial resources, 2) the development of administrative structures to support affirmative action and equal opportunity, and 3) the development of an array of recruiting and retention programs. These efforts support their mission statement, "to provide an uncommon education for all with the ability to succeed and the will to lead."

Another model worthy of replication is the *Academic Leadership Academy*, developed by the American Association of State Colleges and Universities. One year programs were implemented in Texas, Minnesota, Michigan, Wisconsin, California, and New Mexico. The goal of the program is to develop leadership skills in women and minorities who aspire to gain senior, administrative positions in higher education. Fellows were selected from a pool of applicants derived from AASCU member institutions.

RECOMMENDATIONS

Based upon the findings in the literature and models across the state and nation, the following are suggestions to increase the opportunities for women and minorities to train and advance to administrative positions in institutions of higher education:

1) Integrate plans to formally mentor newly hired minority and female faculty members with departmental level, yearly evaluations and plans for tenured faculty.

2) Provide faculty development programs in the form of workshops on effective teaching, release time for research or course development, and *teaching* credit for supervising graduate students.

3) Offer training seminars on stress management, resources for grants, budget management, communication skills, time management, decision making skills, and assertiveness training.

4) Appoint women and minorities as chairs of college and university committees.

5) Provide on-campus day care facilities for working parents.

6) Offer administrative training through internships as assistant and associate departmental chairs, deans or vice presidents, to encourage women and minorities to move from faculty to administrative positions.

7) Establish an office for Minority Affairs implemented at the institutional level.

Fund opportunities for women and minorities to participate in existing mentoring programs such as the American Council on Education Fellows Program, American Council on Education National Identification Program for the Advancement of Women in Higher Education, Higher Educational Resource Services (HERS), Leadership (city) programs, Leadership Texas and Leadership America.

CONCLUSION

While the status and representation of women and minorities in academe has improved since the 1960's, uderrepresentation in tenured and administrative positions across university campuses are prevalent. Furthermore, the results clearly indicate that women and minority persons experience more of a negative climate than their male counterparts. Thus, in order to move academic institutions to a more diversified faculty, academic culture must nurture mutual growth and development of all its participants in order to meet the challenges of the next century.

IV. RETENTION OF WOMEN AND MINORITY FACULTY AND PROFESSIONAL STAFF

STATEMENT OF THE PROBLEM

A review of the retention rates of women and minority faculty and professional staff clearly suggests that these individuals are less likely to be retained than are non-minority males. Recruitment of women and minorities is not enough. Recruitment carries with it the responsibility of creating a nurturing environment in which those individuals can and will want to succeed. Institutions need to do more than simply place these individuals in the classroom and then congratulating themselves on a job well done (Robertson and Frier, 1994: 69).

Of major concern is the continued low retention rates of women and minorities in higher education institutions in Texas. This problem persists even though there have been numerous committees named to study the problem; and reports have been written addressing the issue and outlining strategies for improving retention (e.g., *Parity 2000: Achieving Equity for Women in Higher Education*). The problem has been well-delineated in prior reports.

REVIEW OF RELATED LITERATURE

Four themes were pervasive in a review of research on the subject of women and minority faculty and professional staff retention efforts at institutions of higher education. These themes include: (1) the high level of service expectations; (2) the unwelcome, often hostile environment, at some universities; and (3) inflexible standards for performance review.

The high level of service expectations often cause women and minority faculty and professional staff, especially minorities, to be overburdened with committee, mentoring, and other service responsibilities. If women and minorities do not serve in the representative role on committees, issues of relevance to them will often not be discussed. Often, however, these individuals are expected to be the "token" representative. When few in number, they are often overburdened with committee and mentoring responsibilities. For faculty members, energy and time needed for job requirements, such as teaching, research, and publications is taken up by service requirements that faculty feel they cannot "afford to turn down." The outcome is, therefore, rejection of tenure/promotion, poor merit evaluations, and turnover. If the female or minority faculty member opts to concentrate on research, he or she may run the risk of incurring negative sanctions for not being a "good citizen." This outcome is especially likely when, as frequently happens, these responsibilities do not provide the recognition that is typically regarded as significant. Minorities and women may not be intentionally excluded from significant roles. According to a recent article in the *Chronicle of Higher Education*, white male supervisors may not think about appointing women and minorities to perform important tasks.

Research has also shown that the existence of an unwelcome, often hostile, environment within the faculty or staff member's department, institution, and/or community can lead to turnover. Feelings of isolation are cited as reasons for leaving institutions. This isolation can take many forms including feelings of not fitting into the institution or community. For instance, African American professors have noted that they expend so much effort trying to fit in that they don't have time to concentrate on their work. These comments are representative of those made by minority faculty members seeking to find their place in a new community. When women and minority faculty and professional staff do not feel welcome, they are less likely to remain with the institution.

Last, colleges and universities tend to value rigid standards that do not provide faculty and staff with rewards for alternative contributions to the institutions. Traditional review procedures continue to dominate, even while they remain unclear. In addition, women and minority faculty and professional staff often face tasks not easily or appropriately evaluated by traditional measures.

BENCHMARKS ACROSS THE STATE AND NATION

While there seems to be considerable agreement that retention of female and minority faculty and staff is a problem, it is difficult to locate many specific programs geared toward addressing this problem. Contacts made with specific colleges and universities, state agencies, and national organizations yielded little in the way of information on programs aimed at retention. Most efforts appear to be aimed at pipeline or recruitment efforts; however, a few initiatives designed to improve retention efforts are noted here.

Arizona State University (ASU) has a Faculty Women's Association (FWA), and one of its purposes is to assist women faculty with retention and promotion. Meetings provide a means for faculty to share research ideas, to get to know each other, and to encourage and support each other's research and publications. One outcome of these meetings has been joint research projects between attendees. New faculty are invited to the first meeting of the year (which the president of the university attends) and graduate students are encouraged to participate. Activities also include a monthly newsletter and surveys of concerns and interests of women faculty. In reporting on the success of the program, one highly positive outcome was noted. Female faculty are now more often included in decision-making bodies and committees in the university. Specific outcomes of the program include regular meetings between the president of the FWA and the academic vice-president (VPAA), initiated by the VPAA, luncheon meetings with legislators to discuss issues of concern to members and to the university, and nominations of members for key university committees, including search committees.

The University of Texas System has established a Committee on the Advancement of Women which addresses issues such as professional development and training; issues critical to the retention of female faculty. Among the recommendations being considered for implementation are: creation of a database focusing on professional development and training opportunities, designation of a liaison representative for the coordination of matters associated with the advancement of women, designation of a core committee or group with responsibility for concerns associated with advancement of women, development of a mentoring program to facilitate advancement of women, internship programs in academic and non-academic areas, and exploration of external funding options to support programs designed for the advancement of women. Additionally the Promotion Subcommittee's report describes three programs that also have positive implications for increasing

retention: The University of Texas at San Antonio program, the University of Michigan program, and the Academic Leadership Academy.

RECOMMENDATIONS

1) Awareness/Visibility - Place more emphasis on promoting awareness of the access and equity problem and the need to work toward solutions. The problem of retention is inextricably linked to recruitment and promotion. To accomplish this, the problem and its effects must receive more visibility. The administrative leadership of institutions must recognize the full extent of the problem. The Coordinating Board should track data on the retention of women and minority faculty and professional staff and disseminate it to each president so that she/he may compare the access and equity performance of her/his institution to efforts at other institutions.

2) Accountability - Include a component that emphasizes accountability to accompany efforts to achieve access and equity for women and minority faculty and staff. Administrators should be held accountable for implementing and monitoring retention efforts. There should be an evaluation process that requires administrators to regularly report their efforts to retain women and minority faculty and staff. Administrators who do not improving their retention outcomes should be held accountable by their boards.

Further, individual institutional efforts should include:

3) Design a review process of faculty and professional staff during each of at least their first two years at the school to ascertain what their concerns and needs are as they become socialized to the institution. This review should be conducted by someone outside the individual's own college to provide a non-threatening environment for the individual, and should focus on how the institution can better help the individual succeed.

4) Implement a formal exit interview process to identify reasons individuals are leaving the institution. This information will be an invaluable resource for administrators as they try to increase retention. As with the early interview process, this interview should be conducted by someone other than the individual's supervisor.

5) Implement an institution-wide monitoring system to ensure that individuals are not being overburdened with committee work and other service requirements. While this procedure may be in place for institutional committees, it may not include information on college and departmental committees.

CONCLUSION

Students often leave college because of the lack of institutional fit. This same problem is also true of women and minority faculty and professional staff. If these individuals are made to feel welcome, whether that occurs through limiting their "token" status on committees or providing a supportive environment, they will seek opportunities elsewhere. Given the limited numbers of women and minority faculty and professional staff in many disciplines and support areas, they will not have a problem identifying those other opportunities.

Because the literature reveals few successful programs for retention of women and minority faculty and staff, concrete recommendations must involve a global approach. Therefore, any efforts to achieve the objectives of the Advisory Committee should include the following focal points: Awareness/Visibility and Accountability.